

Paired Reading/Coding Text

- I. Individuals paired based on reading level (i.e. strong with weak)
 - a. Pair sits shoulder to shoulder facing opposite directions.
 - b. Teacher provides a short paragraph or reading and has already modeled vocabulary that may pose difficulty for the group to pronounce.
- II. Strong reader reads to the very best of their ability with paper in front of face so only partner can hear.
 - a. Partner (Weaker reader) listens and codes the text. In our case, circle the word or words you do not know and underline key vocabulary.
 - b. After first reading, partners switch roles. First reader becomes the listener and coder while the partner becomes the reader.

Idea is that the class would have had the words modeled for them by the teacher first and then the weaker reader would have had words modeled for them by the first reader.

- III. Group of four discusses and creates lists of words.
 - a. List one- Key Vocabulary
 - b. List two- words they do not know
 - c. NOTE: It is hoped that some of the words that individual students do not know are cleared up in the small group discussion.
 - d. Teacher is constantly monitoring and listening to pairs and groups, assessing how things are going and making notes on areas to clarify and address in class list and upcoming lessons.
- IV. Teacher creates group lists of key vocabulary and words they do not know on chart paper.
 - a. This is done by asking each table for one word from each list (one table at a time) until a full class list is compiled.
 - b. Allows teacher to see class understanding
 - c. Allows teacher to see non-content words that are stumbling blocks
 - d. From a class posted list, mark the words in some manner as the class learns them. Show's them they are learning!
 - e. In some cases the words may be in both columns!!!

NOTES:

1. This strategy supports:
 - a. Harvey Daniels research that "Students must be thinking before they enter the text."
 - b. Figure 19 in ELAR (which are the process skills for ELAR) and the process skills in other content areas including:
 - i. Social Studies
 - ii. Mathematics
 - iii. CTE
 - iv. College and Career Readiness Standards
 - v. ELPS (English Language Proficiency Standard)

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2. The first time this strategy is done with kids, I use the “I Do”, “We Do”, “You Do” modeling. It takes a good 15-20 minutes with kids to do the basic process the first time or two. When working with teachers it is typical to blend the “I Do” and “We Do” for sake of time and it may also work with kids depending on the class
 - a. Pull up a pair of chairs to the front of the room and ask for one student helper. Take on one roll and the student take on the other roll. Using a VERY SHORT paragraph.
 - b. Talk through and show what each person should be doing...reading, marking...
 - c. Use a group of 4 to model the group discussion and creation of the lists.
 - d. Then model how each group will provide one word from each list to make the class list.
 - e. Using something that is fun or students already know, put them in pairs and they read a paragraph and code, but no one switches roles until everyone has done the first reading and coding. Then tell them to begin with the second reading/coding (Switching roles on same paragraph)
 - f. This is followed by me instructing them to QUICKLY get back into the groups of 4 and talking and creating the lists...and then the class list.
 - g. Ask if anyone has any questions. Answer and model again as necessary.
 - h. FINALLY, take a real reading piece and the students do the process, changing roles and moving to the group of 4 to create the group lists and then the whole class round robin to get our class list.
3. This is a way to guarantee that all students are reading about content in class vs. assigning reading and then complaining because the kids don’t read.
4. It is a focus on reading what is important in a section, passage or literary document instead of a blanket reading assignment with lots of information that is not pertinent. Values the time and energy of the student and the teacher.
5. Provides the teacher with a list of words that may have nothing directly related to their content that will be a stumbling block to students. i.e. undergo, therefore, however, or a word that has a different meaning based upon the context such as yellow meaning cowardly vs. the color yellow.
6. Takes away some of the vocabulary “surprises” at testing time.
7. IF there is an ODD number, the teacher becomes one of the partners. Always position yourself so that you are facing the entire class and the student reading to you has their back to the group. This allows you to monitor the class and keep everyone involved. Separate students who are easily distracted to an area a little away from others.
8. REMINDER: The first few times you do this, it will take the kids longer to move, get set up and start because it is new. They will live up to your expectations. Give them a time frame such as 30 seconds. Once they learn the format, it will take less time. Research (Terri Sessoms- *Strategic Reading in the Content Areas-Boosting Achievement in Grades 7-12.*) says that reading in your content area 25-30 minutes per week will improve reading and comprehension skills. Do this activity for 5-10 minutes per day. No more than 2 paragraphs or you lose them.

THOUGHTS TO CONSIDER

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Yes, teachers are going to come up with a million reasons why they cannot do this and the biggest one is that they only have 45 minutes of class time. Here are some comments.

1. Anytime you teach students a new format, it takes longer until they understand what the expectations are for quickly getting in the groups, knowing and understanding what to do and how to do it... Once they learn the strategy, it will reduce the time required for the activity.
2. Use it as your warm up activity for the day. Best to vary when you do it, but is a place to start.
3. Teachers can now control the reading time and what is being read. It values the student and teachers' time by only reading what is important. Helps students learn to pull what is important from a smaller reading during student discussions vs. the teacher being the one in charge of making meaning.
4. In the cases where students are reading out of books or other materials they cannot write on, use sheet protectors or transparencies and Visa V's for marking the vocabulary.
5. If an IEP were to say that a student can't read out loud to the class, they are not. They are reading to a partner. If that fails to stop them teacher objection, the teacher is the student reads to, thus side stepping an IEP that should probably never been worded that way to begin with.
6. Kids are more likely to tell one another they don't know a word than the teacher. They get more ownership in the class.
7. By having tables ID the words that are key and they don't know, it takes the pressure of the individual student and the list gives teachers an assessment of student knowledge instead of shooting in the dark.
8. Progression- Over time, this strategy can expand beyond reading for vocabulary. Students can also do the following at some point.
 - a. As a group, discuss and make meaning of the reading.
 - b. Summarize, analyze, critique...etc. information found in reading.
 - c. Begin writing summaries of the reading. May begin as one or two sentences and later progress to longer writings where appropriate.
9. Continued progression may include adding more items for students to code such as:
 - a. ? for things they do not understand
 - b. ! or * for things they think are interesting
 - c. Can be varied based upon ability of readers. Ideally limit to no more than four things. Becomes overwhelming beyond that even for the advanced students.